

**Council on Retention and Graduation Steering Committee**  
**Meeting Minutes**  
**May 14, 2009—UC 3171**  
**Presiding: Scott Evenbeck**

**Present:** Robert Bringle, Scott Evenbeck, Mary Fisher, John Gosney, Kathy Johnson, Rebecca Porter, Frank Ross, Rick Ward, Gayle Williams, Marianne Wokeck

**Regrets:** Cathy Buyarski, Michele Hansen, Susan Montgomery, Gary Pike, David Sabol, Pratibha Varma-Nelson

**Guest:** Lauren Chism and Karina Bernacchi

1. Evenbeck welcomed committee members and guests to the meeting.
2. Update on Early Warning System:  
Gosney gave an update on the early warning system. Data from SIS coding will populate the rosters to target those students for the early warning system. Gosney explained the model that will be available for the fall. They are working on the functional requirements for the fall. Fisher asked if advisors can get in the system because most do not have Safeway cards. Gosney believes they will be able to have access through OneStart. There was discussion about what practices are recommended, the three prompts in the early warning system, and getting information to the schools for follow up with students. Porter said the registrar is working on a way to get information to people. Evenbeck told about the Mathematics Assistance Center (MAC) using swipe cards. There will be swipe readers in all classrooms eventually. The committee discussed what could be done with information from the swipe cards. Bringle said he liked the early warning system that Paul Gore discussed when he visited campus. The committee discussed the system that Gore presented while here. Evenbeck explained the three early warning systems that Buyarski is investigating, including the Gore system. Fisher expressed concern that nothing should be substituted for faculty involvement with students. If faculty do not reach out to students in a positive way, students get lost. Wokeck noted that this is difficult to do in large classes and when students do not respond. Ward said that some students disappeared in Gore's system. There was more discussion about the early warning systems, including the challenges faculty have in trying to reach out to students, cultural issues in schools, mentors, and supplemental instruction. It was agreed that Buyarski should be invited to the next fall meeting to discuss her findings. Evenbeck suggested the committee also discuss Jag 4.0 at the next meeting.
3. Themed Learning Communities:  
Lauren Chism introduced Karina Bernacchi, a student. They distributed handouts, including the 2009 schedule for themed learning communities (TLCs). Chism gave a presentation using a PowerPoint. She noted that they are still planning for the fall; they expect the numbers to increase. Chism reviewed the progress the program has made, including a 371% increase in TLCs since 2003. There are 33 TLCs planned for 2009. All TLCs will include the personal development plan (*update as of 6-3-09: As the teams have progressed in their planning, the vast majority of TLCs will include the PDP rather than all of them*). Chism discussed some

of the themes for the fall such as a research-based class. She said 33% of the TLCs will incorporate the common theme in the fall. Chism discussed the difference a TLC can make in GPA and retention. Ward asked if the TLC teams work in a coordinated fashion. Chism explained that the teams that do not attend the retreat tend to have more problems. This can be difficult since some teams have not received assignments by the time the retreat takes place. She told about the Department of English and how they operate to get teams assigned and to the retreat. Chism explained that many teams continue to work together to repeat courses. She also discussed the future of the program. They do not want to grow too quickly because they want to maintain the quality of the program. Some departments are unable to expand any more. It is a challenge in some departments to find course sections available. The committee discussed the expansion of TLCs, resources, getting information to advisors at the beginning of the semester, transfer students, and new populations to target. Evenbeck told about the positive energy at the TLC retreat and the broad participation from all of the schools. He said Chism has done a great job of setting the groundwork for RISE in the TLCs. Wokeck said this is an opportunity for people from different schools to work together. Evenbeck replied that the faculty report this is one of their favorite things about working in the TLCs. Chism told how the TLCs are a good professional development tool. She also told about two NSF grants they had received. The first grant is a dissemination project through the University of Akron. The students will be engaging in service learning and undergraduate research around an environmental issue in the community. The second grant is to create career modules that explore nanotechnology in three engineering TLCs in hopes of recruiting a cohort of 25 students who will continue on to a nanotechnology track within the School of Engineering and Technology. Evenbeck explained that the goal is to have half of the entering cohort enrolled in a TLC. This fall, we will be two-thirds of the way there. Chism gave examples of success stories from the TLCs. Fisher suggested Chism contact people in the marketing office. Chism agreed to e-mail these stories to Fisher. Wokeck said it would be helpful to have some of these stories on our Web site. Evenbeck told about the "Outstanding Student Retention Program" award given to IUPUI by the Educational Policy Institute. Williams, Hansen, and Chism will go to New Orleans to receive the award for the work they did in linking the Summer Academy Bridge Program with TLCs and assessment.

4. Task Force Reports:

Sophomores

Ross gave an update on this task force. They are looking at sophomores, where they are, and what their experience is on our campus. Kathy Burton has done a lot of work to help the task force. Ross told about a 2008 survey they did. He discussed the results of the survey. One challenge is that sophomores feel that getting information about their majors is very important, yet it only ranked in the middle of their satisfaction ratings. Three of the four lowest ranking things for sophomores included research, international study, and the current job being related to career goals. This is bad news for the RISE initiative, but it shows that reaching sophomores is critical. Ross discussed how the task force is trying to define sophomores in each school. There was discussion about the survey.

Seniors

Evenbeck reported that they are still working on data.

### Transfer Students

(written report submitted by Buyarski) The task force has formed five subcommittees:

- Existing Services (Helman/Pease)—Working to develop a list of current programs and services for transfer students on campus.
- Advising and Academic Policies/Procedures (Lamm/Lemons)—Looking at advising for transfer students at two points: prior and once enrolled. Working with orientation and University College to get information on transfer admits as quickly as possible so that advisors have time to evaluate credit and ask for additional information. There is a growing concern about students who want advising from IUPUI and Ivy Tech as they intend to graduate from IUPUI but will start at Ivy Tech to take transferrable courses at a lower price. A piece of advising is that advisors know why students transferred to IUPUI; we need to find a way to help advisors ask questions, get this information, etc.
- Transfer Center and Services (Williams)—Committee is recommending a “cog” model with a series of points that coordinate transfer programs and services. There would be point individuals/teams in schools to be transfer coordinators. This group would come together on a regular basis and become the campus council on transfers.
- Enrollment/Recruiting and Entry Services (Foley)—Advising is part of recruitment; before being admitted, students ask, “What courses do I take?” and “How long will it take me to graduate?” This is not the current practice at IUPUI. Holes exist in services for out-of-state students and international students due to lack of information/articulation. This subcommittee is exploring key questions and issues that should guide our work with transfers at the point of prospects/admission.
- Data and Research (Buyarski)—Working to develop a set of reports on transfer students that will become part of the regular data we look at (like we do with the cohort). This effort will ensure that we keep the success of transfer students at the forefront of our work.

The task force is also discussing the needs of transfer students once they are enrolled, including:

- Orientation—There is a gap for students working with schools who do not have specific programs. Engler reports that all schools are on board with serving transfer students, so it seems as if we need to make sure this is well known and tell this story. Any student who has served active duty (including beginners) will go through a transfer orientation so they have a more focused, personal experience. The Passport office is going to do pre-orientation with Ivy Tech students, which will focus on the “other” stuff in addition to the academic registration, etc., which requires that courses/grades are posted. Schools will be asked to participate in Ivy Tech Transfer Pre-Orientation Days.
- Housing—The traditional-aged transfer students are asking more questions about housing. Manlove will have a biannual off-campus housing fair.
- Pease reports that she has seen a lot of students who have lost their jobs. They are seeing both traditional-aged and returning adult transfers. The result is a growing sense of urgency.
- Make sure our campus is attractive to older students.

- Helman has distributed two annotated bibliographies on transfer students, which will be posted to Oncourse.
- Literature talks about a high dropout rate of transfers after the first semester of enrollment. This is mainly due to a campus being “too big,” which translates as individual attention.
- Ivy Tech Coordinated Programs is working on ways to reduce the “bigness” by having IUPUI faculty and staff making connections prior to enrollment so that relationships can continue with enrollment at IUPUI.
- Mentoring Program—Successful Ivy Tech transfers at IUPUI will be mentoring Ivy Tech students who have expressed an intention to come to IUPUI. The relationship will continue for one semester and then hopefully move into being mentors once they are at IUPUI. Charlie Johnson (University College) has a good model for bringing students from Ivy Tech to IUPUI. They are doing a pilot program this fall.

### Metrics

(written report submitted by Pike) The marriage of the IUPUI goals and Dean Sukhatme’s action plan has been consummated (and approved). Now we can start to make sure the metrics we use on this campus are aligned with the new document. The document is available at: <http://www.iport.iupui.edu/iupui/visionmission/>.

### 5. Other Business:

The committee discussed the new academic advising in SIS, including how students access information, nontraditional students, and certification programs. Evenbeck said he hopes that student PDPs will be available in SIS so they are not parallel. Porter explained how this will work so the students and advisors can track this information. There was discussion about advising notes. Evenbeck will invite Buyarski to talk about advising notes at the next fall meeting. Wokeck suggested a Web site would be helpful for people on campus to find resources about the PDP. We need one central place for information. Evenbeck agreed. He believes this should be done with Varma-Nelson’s help. Evenbeck announced that 95 percent of entering students who come to campus with 17 or fewer hours enroll in first-year seminars. There was discussion about the PDP, career paths, and career development.

Evenbeck gave an update on one of Dean Sukhatme’s groups, Shortest Path to Graduation. They are doing an audit of things that are effective in getting students to a timely graduation. There will be a Web site with information for schools. There was discussion about this and about 12-month contracts for faculty.

Evenbeck gave an update on the latest DFW report. The deans are trying to understand if grades are an accurate reflection of student work or a reflection of the instructor. The schools need this data. There was additional discussion about the report and how schools can use this information.

The committee reviewed the changes in the lowest-level math course. Students will be told that have to go to Ivy Tech for the remedial course. Porter reported that Ivy Tech no longer offers a comparable course in one semester. There was discussion about this change and concern expressed because of the way this decision will affect the schools.

Williams gave an update on the retention report that she does every year. She hopes to have this report completed in June. Evenbeck reviewed the meeting schedule for the upcoming academic year. He also announced that Hansen is working on a master list of all reports.

6. Adjournment.

**Action Items:**

- Cathy Buyarski will present at the CRG Steering Committee in the fall about the early warning system and advising notes.
- Gayle Williams will present at the CRG Steering Committee in the fall about Jag 4.0.
- Chism will e-mail TLC success stories to Fisher.

Submitted by:  
A. Snyder  
University College